

# THE MODERN LIBRARIAN

A QUARTERLY JOURNAL OF LIBRARY SCIENCE



*Editor*

R. R. KUMRIA

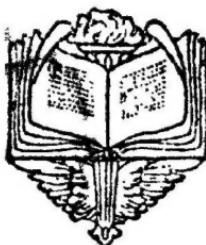
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SANT RAM BHATIA



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## EDITORIAL

Dr. F. M. Velte has gone on furlough. He will be away from India for sixteen months enjoying a well-earned rest among his people in America. Dr. Velte is an indefatigable worker in the cause of the Library Movement. He has guided the destinies of the Modern Librarian since its inception and for the valuable service which the organ of the Punjab Library Association has been able to render the largest measure of credit goes to Dr. Velte. It will be difficult to fill the gap which his absence has caused.

Owing to certain unfortunate circumstances, the Modern Librarian could not come out in time. We should like to be excused for the delay. We hope from the month of October, when the Modern Librarian enters its seventh year there will be no irregularity. The October number will be a Special Number dealing with almost all Public and University libraries in India. History of various libraries, the nature and variety of books in them, the facilities which they offer to readers and other interesting things connected with them will be discussed. We

appeal to all librarians to co-operate with us in making that number a success.

The Punjab Library Association is anxious that all libraries, big or small, should run on efficient lines. It is always ready to extend a helping hand to all libraries that may seek it.

The changes among the office-holders of the association will be found on another page. The association has been very fortunate in being able to rope in Dr. Lucas as the Chairman of the Council. Dr. Lucas is one of the most eminent educationists of the Punjab. We are sure his presence will be most inspiring.

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## Changes in the Editorial Board.

Mr. R. R. Kumria, M. A. was elected by the Council to officiate in Dr. Velte's place as the Editor.

Mr S. S. Saith who served the Modern Librarian for two years as Managing Editor left the profession and entered business at Delhi. The Association is very grateful to him for all what he did for its organ. Mr. Sohan Singh M.A., Ph. D., who was made the Managing Editor in place of Mr. Saith was unable to do the job for reasons of bad health. L. Sant Ram Bhatia was elected as the Managing Editor. Mr Sohan Singh is now at Dalhousie recouping his health. We wish him speedy recovery.

# Principal Schemes of Classification

AS REPRESENTED BY THE PATENT OFFICES OF  
GREAT BRITAIN, GERMANY AND AMERICA\*

BY S. S. Saith, B.Sc., M.A. (EDIN.), DIP. SP. LIB. (LOND.)

## 1.

A branch of Library service entirely neglected in this country is the keeping of the patent literature. That the value of this to the students of applied science and manufacture is immense, is undeniable, I wish to bring forth in my paper some salient points concerning the use and the methods of classification of patent literature adopted by the patent offices of Great Britain, America and Germany which are industrially the most important countries, in the hope that it will stimulate interest and eventually fill up this void in the Indian Library Service by some library attempting to keep the patent literature of principal countries which publish their patents.

### TWO-FOLD PURPOSE OF PATENT LITERATURE.

The value of a well-classified patent literature is obvious from the point of view of the Public as well as the official.

From the view-point of the public, that is, the manufacturer and inventor, a detailed classification scheme is very difficult to grasp. But a detailed classification scheme is absolutely essential in the case of these countries which go through the literature of the past years in order to determine whether the claim of patent for invention applied for is really a novel one.

The search has to be accurate, quick and thorough, therefore the examiner of the Patent office who has to conduct this search is considered first and the classification is to suit him.

\*Abridged copy of the paper read before the 2nd All-India Library Conference held at Lucknow.

Specially in these countries and others which follow one or other of these schemes, the public interested therefore is at disadvantage.

#### THE INVENTOR AND INDUSTRIAL OWNER.

This public itself is divided into two groups having different objects in view, though using the same source. On one side is the inventor, who approaches the patent literature with firm conviction in the patential value of what he believes to be a unique discovery or with a less ambitious object of knowing if a certain idea is already practised or sometimes with the purpose of picking up small ideas bearing in his mind the colossal fortunes made out of trivial ideas in the past, such for instance, as was done in America and Great Britain in the case of pointed boot screws.

Again, the failures are as important as successes and they indicate to the inventor the lines which he can reject in his research.

On the other is the industrial owner, ever on the look-out for some new discovery of a patent which he may so employ that he may oust his rival in the matter of output, efficiency and cheapness, or he may like to consult the patent literature with a view to find out if he has a clear field for placing certain process on the market with which the inventor has approached him. The aids, therefore both industrial and financial, which the patent literature can give besides its main use of finding anticipation of patents in rare cases through the negligence of the examiners when the claim which should have been dismissed at the patent office have been issued, is of great importance indeed.

Nor we should let our minds be influenced by the few cases involving patent disputes which come up in the law courts because the cost of the legal proceedings being prohibitive, no single manufacturer can bear the burden and most of these disputes are settled in the patent offices.

#### AN IDEAL SCHEME.

What is primarily required of a Patent office is that it should adopt the Patent literature in such a way as to be of service to all concerned. Hence the classification scheme must be intelligent. More so, because when we speak of 'Patent' we do not mean Patent as a document issued by the Crown to a person giving him the permission, to use, exercise or sell his invention for certain years and bearing his name and title of the invention for certain years, but we are dealing here with the specifications or descriptions setting out the 1,50,000 specifications granted each year by different countries of the world out of which Great Britain, America and Germany alone issue as many as 1,00,000 specifications between themselves, texts with drawings of inventions which the inventors are required to file on the grant of Patent documents.

#### THE FRENCH SCHEME.

Before we discuss three principal classifications schemes we may say this much about France for not including it in our study that the French Patent office does not search for any previous existing Patent of an invention before granting the new one and therefore has not a detailed classification scheme. It adopts a very simple arrangement, highly suitable for public, namely, of dividing the literature into 20 general classes such as Agriculture, Food, Railways, Roads, Shipbuildings and further dividing each of these into 5 sub-divisions.

## THE BRITISH SCHEMES : ITS FUNDAMENTAL PRINCIPLES.

The search file of British Patent office occupies about 20,00,000 volumes and the examiner who contributes to the classification has attempted to make these self-contained as far as possible.

Having decided upon this the Examiner finds that primarily he is concerned with definition of invention upon which will rest the characterization of his scheme. But there is no definition of invention which must vary from country to country and subject to subject. Besides ingenuity which alone could be taken as a criterion differentiating one invention from another varies from industry to industry and from day to day. No invention is involved in the application of a known device to another article to which it has not been applied before unless it requires a considerable modification.

The object of the Patent classification is the same as in others—namely of separating the unlikes and of bringing together the likes. Only in Patent classification, the term likeness has special meaning. Moulding buttons, for example, is more like moulding processes than button making. Again to an Examiner all fasteners are alike, whether for a dress, coat or a mail bag. Hence the British examiner bases his classification on the structure.

The two rules which form the basis of the British Patent classification are :—

1. The scope of heading in Patent classification is independent of the actual scope of various patent specifications. For example, the steam and hydraulic hammers to an examiner, are equally important and must be put together whereas in Library classification, because the

heading of a book must co-exist with the book, the "steam hammers" would not be placed along with "hydraulic hammers" unless we have books covering the same in the Library.

2. The characterization of classification depends upon the definition of invention as required by the Patent law of the office. A Hammer, for example, is always a hammer in the eyes of Patent Law. Its primary function is to strike a blow but not its ultimate object whether of driving a nail or cracking a nut.

#### SCHEME OF ARRANGEMENT.

The whole subject matter of British Patent specifications is divided into 145 classes numbered consecutively. Every class heading has sub-headings and starts with 'excepting notes' and is followed by a large number of 'references' which are just the same as 'excepting notes', only these refer to detail. For example, we find the heading "Hydraulic machines and apparatus excepting air and gases, compressing, etc." Pistons are given in one place, other parts of Hydraulic machines not taken up by 'references' or 'excepting notes' are entered under Hydraulic Machines.

#### THE MERIT OF THE SCHEME.

All the headings and sub-headings in their respective sub-divisions are arranged alphabetically; the actual order in which these occur does not matter, because the specifications are not really classified in the British system but are actually indexed under groups headings.

Secondly, each sub-division theoretically being self-contained the repetition of the entry numbers is made under several classes; the practical advantage is that whole

class can be, shifted from one to another—if there be any need—without having to alter any other term.

The only drawback is that it is not easy to interpolate a heading.

#### AMERICAN CLASSIFICATION SYSTEM.

The basis of the classification is very similar to the British on the whole, but the result is very different, because the specifications are truly classified and not indexed as in the British Scheme. The notation used is simply numerical one. This is very convenient but does not allow interpolations.

The scope of a heading is defined not by 'excepting notes,' and 'references' as was the case in the British system but by lengthy worded definitions of classes and sub-classes. Because of these elaborate system of definitions and since only weekly indices are published, the process of search becomes extremely difficult.

The task is made more difficult because only one subdivision is allotted to each specification. Hence when looking for a specification, we search not only for the particular sub-division, but also other headings which are called its superiors. For example, when we want to search for A, we must look for all the piles above and below it containing this factor.

#### GERMAN CLASSIFICATION SCHEME.

This has only a superficial resemblance to British one, in as much as it has no definitions, has a certain number of excepted notes and a large number of references on the top of each class. Like the British Scheme, the order of classification is unimportant. On the other hand it resem-

bles American Scheme in having only one allotment to each specification. The whole subject is divided into 89 classes, arranged alphabetically and numbered consecutively. The basis of division, in general, is application rather than structure. For example, class 20 B is locomotives. It starts off with 'Railway Locomotives, Trains locomotives, oil and gas locomotives' and so on and these are un-subdivided. Then excepting notes headed "Boilers, furnaces" etc. appear, but the student cannot confine himself to 'Locomotive Boiler' class only which would have been the case in British System but here the searcher must go through another class titled "Improved locomotive boilers." The classes are not self-contained which British Scheme alone provides in so far as it allots as many sub-divisions to classes as possible. But there though provided with a thorough alphabetical index, the student must exhaust his wits for finding related headings.

#### CONCLUSION.

The primary consideration for any patent classification scheme is that it should be intelligent and easily available and it has been established that since the British Patent Office adopted the system of specific abridgement by classes, it has eclipsed all other Schemes in satisfying this requirement.

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"More books in the home by all means. But better still, books in more homes."

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The library must keep pace with the times, keep up with the growth of the city, to properly serve its patrons.

# How to Create Reading Habit\*

BY S. R. Ranganathan, M.A., L.T., F.L.A.,

*University Librarian, Madras & Secretary Madras Library Association.*

A full discussion of the subject should really begin with an account of the general theory of formation of habits. But, in view of the limited time at my disposal, I shall directly plunge into the particular problem, *viz.*, the creation of *reading* habit. There appear to be three distinct methods for creating reading habit, as it is the case with all other habits. I shall term the three methods.

1. Imitative method ;
2. Formal method ; and
3. Pragmatic method.

## IMITATIVE METHOD.

There is no doubt that the first mentioned method, namely imitative method, is the most effective in the formation of habits, nay, even in the acquisition of knowledge. The range of habits and knowledge covered by children from the moment of their birth to about the fifth or the sixth year, when they are sent to a formal school, is something formidable. One wonders if it would be possible to induct so many of the social and domestic and personal habits in the children by any conscious effort on the part of the parents. But the result is so easily achieved by the extraordinary imitative habit of the children and the equally extraordinary opportunity that the environment of the child provides for him. How many of us have not been

\*A lecture delivered before the Teachers' Association of the C. C. C. High School, Perambur, Madras.

delighted by the ordinary accuracy with which children in the third year or so learn to pronounce words. You don't give them any phonetic drill. You don't preach the necessity for accurate pronunciation. But, merely by the force of imitation, the child develops such a fine sensitiveness to the latter that would any of us pronounce a word, unconsciously, in a wrong way, the child would pull us up. Does it not very often happen that the lapse in pronunciation has been entirely overlooked by the adult members until the child surprises them and delights them by his detection and criticism of the wrong pronunciation? I mention this only to say that the imitative method is by far the most enduring and unerring method.

But, unfortunately, the children in our province appear to have very little chance to benefit by the imitative method in the matter of reading habit. It goes without saying that the imitative method will be available to our children only if the adults in the home are good readers, and if the home has a good collection of books, either permanent or temporary. It is a notorious fact that few of our homes have a book collection, and that few of our towns and villages have a public library from which the homes can borrow books. I wonder whether children have an opportunity to see their parents enjoying books even in one home out of a hundred thousand. Under such conditions, it is obvious that our children are denied one of the most effective means of developing reading habit.

#### FORMAL METHOD.

If imitative method, when available, is the most effective method for acquiring a habit, particularly reading habit the formal method, though easily made available in schools is the least effective. When the Department of Public

Instruction issued its Proceedings making the library hour compulsory in High School classes, unfortunately, some teachers interpreted the proceedings to mean that the library hour should be used for formal instruction of reading habit. There can be nothing more futile than the formal method of approach to the creation of reading habit in children. I can very well imagine a misguided enthusiastic teacher having a clean cut syllabus for the thirty and odd library hours in the year. Perhaps, the syllabus will deal with the importance of reading, the value of reading, the method of reading, and so on. But, I must pity the teacher that begins to expound this syllabus to a class of young boys and girls in a formal way. I think the effect would be as ridiculous and as futile as it was when the "moral instruction" hour was used for formal moral instruction in the High School classes some fifteen years ago. I need not state here that such a formal treatment will be most uninteresting to children and will have the least effect in creating real reading habit.

#### PRAGMATIC METHOD.

Thus, the first two methods being eliminated so far as our province is concerned, we have to depend almost entirely upon the third method, *viz.*, the Pragmatic method. By pragmatic method, I mean, a method that harnesses the human interests of the children—that has a practical bearing upon their interests. There are three factors that can make or mar the successful play of the pragmatic method in the creation of reading habit in children. I would call the three factors :

1. Pedagogical factor ;
2. Bibliographical factor ; and
3. Bibliothecal factor.

## THE PEDAGOGICAL FACTOR.

Of these three factors, the pedagogical factor is entirely in the hands of the teaching profession. The method of teaching can make or mar the chances for the creation of reading habit. The teaching method is to be devised with two objects in view, an immediate object and an ultimate object. The passing of the examination may be taken as the immediate object. Fitting the child to lead a successful adult life may be taken as the ultimate object. Unfortunately, the immediate object seems to loom large in our teaching technique. It is even believed that it is definitely opposed to the ultimate object. But, I want to plead with you that if there is a method of teaching which will serve both the objects, then, undoubtedly, that method is much more economical and efficient. Next, I want to say that there exists such a method, that is, a method, which will fit the children to lead a successful adult life and at the same time help them to cross the examination hurdle without any fear. That method is really the individualistic method or the "Pedagogy of the individual." The mass lecturing method which is now in vogue is quite unsuited for the purpose. Although this mass lecturing method was devised only a century ago, to meet the demands of political expediency, it is unfortunate that the teaching profession should look upon it as a method which has been in use from time immemorial, and should be so reluctant to give it up. It is not my purpose here to discuss or even to enumerate the various advantages of the "Pedagogy of the individual." It is enough for my purpose if I say that the individualistic method of teaching is the only method of teaching that can help the formation of correct reading habit.

## PREMA TO BE THE DRIVING FORCE.

For a habit to become popular with children, it must be one which satisfied their fundamental cravings. "Interest" is the English word used, but the Sanskrit word *Prema* is richer and more significant. Hence, I prefer to use the word *Prema*. To induct the habit of reading in children, we should create in children the *Prema* for reading. The *Prema* for reading will depend really upon the books giving the necessary information to the children about the topics in which the child has *Prema*. Now it is well known that no two individuals have *Prema* of the same intensity for the same object. The objects of *Prema* of individuals differ one another as widely and as distinctively as the faces of individuals. Thus it follows that if we are to help the formation of reading habit, the books set for study should necessarily vary from individual to individual. The theory that ten copies of four different books may be got from each class and with that collection reading habit can be induced in all children is utterly opposed to psychological findings and experience. On the other hand, the library collection should be as varied as possible so that each child with his *Prema* for different things may find his or her book in the library collection. It is only then that reading habit will set in as a matter of course, as something pleasurable rather than something painful and forced.

## BIBLIOGRAPHICAL FACTOR.

It also brings us to the second factor—the bibliographical factor. We have stated that one of the conditions precedent for the natural formation of healthy reading habit is a varied collection of books. But in this matter Madras is at present very unfortunate. As a matter of fact, there is a book famine in Madras. The book famine

is experienced both in the matter of adult's books and in the matter of children's books. But it is much more pronounced in the latter case for the following reason:—

In the case of adults, intellectual interest is so well developed that they can read with pleasure and profit books written in any geographical and cultural background, provided they are familiar with the language of the book. That is why the book famine among adults is at present confined only to the non-English knowing folk—the word "only" is rather misleading, as the non-English knowing folk form nearly 98 per cent of the population. But at least for the remaining 2 per cent, books imported from foreign countries satisfy their need and the book famine does not exist.

#### BOOK FAMINE.

But in the case of children, foreign books are absolutely of no interest. In childhood, it is the concrete experiential background of the books that contributes to the *Prema*. The experiential background of the books written in other latitudes and longitudes are utterly foreign to our children. Our children are unable to enjoy such books. Their mind and their hearts refuse to resonate with the contents of such books. Consequently these foreign books are quite boring to the children. Under these circumstances, it is no wonder that our children do not take to the library books with one-hundredth of the enthusiasm with which the children of the countries in which these books are produced take to them. I can quite sympathise with the helpless feeling of the teachers in our schools, when they find that, in spite of their well-meaning efforts, their library books are not heeded to by our children and that reading habit is not easily formed. Hence, the only means of making the bibliographical factor favourable to the

creation of reading habit in our children is our country to produce our own children's books suited to the various psychological levels of the children—say from the sixth year to the 16th year.

#### AGENCIES FOR BOOK FAMINE RELIEF.

We shall next discuss the agencies that can possibly fulfil this task. To my mind, there appear to be three possible agencies :—

1. The Publishing trade ;
2. The State ; and
3. The South Indian Teachers' Union.

#### THE PUBLISHING TRADE.

It is a matter of experience, that the publishing trade normally enters the field only when the free play of the law of supply and demand has reached full swing—I mean that the equilibrium between supply and demand is established at a level which will give an adequate profit to the publishers. But in the earlier stages of any new ventures this does not happen and the business man naturally keeps out. It is particularly so in cultural and intellectual matters. I am not unaware that the business man himself creates the demand in other spheres without the help of any other agency. But it is not so in bibliographical matters.

To put it in a concrete form, the Madras Library Association has been attempting for some time to induce some of the successful publishers of text-books to interest themselves in the publication of general books which are so necessary for the library hour in schools. But, as a rule, they ask whether the Association can guarantee the sale of, say, a thousand copies. But the Association is not able to do

so immediately as our schools are not accustomed to buy such general books at present. It may be that this reluctance of the schools is due to the absence of books worthwhile purchasing. But it is exactly this situation, which forms the vicious circle. The question is who is to cut this vicious circle. As it has been said, it is seldom that the publishing trade would do it; nor is the management of the schools which has to loosen its purse prepared to do it. It is now unusual to hear the managers saying "We never had any such general books in our school days. We got on quite happily with our text-books. Why should we waste our money over the so-called library books?"

## 2. STATE AGENCY.

It is in such difficult situations that we look to the State to come for aid. It is the individuals at the head of affairs that should take a long view of things and break the ice, as it were, by the supply being taken up by the State itself for a few years, until the demand reaches a proportion which will attract the publishing trade. There is nothing extraordinary in this suggestion. About seventy years ago, when Madras did not have suitable text-books—when there was a text-book famine, so to speak, the State supplied the want. It had a press of its own, it made the professors of the colleges write suitable text-books and it asked the lower ranks of the inspectorial agency to distribute the text-books to the different centres. After about fifteen years, the State began to withdraw from the field by stages. This fact may be unknown to the present generation of teachers as well as administrators. I am only suggesting that, what the State did for the text-books in the 19th century, the State should do for general books in the 20th century.

But I am quite conscious that this appeal will find hardly any response in the proper quarters at present, as the political pre-occupations of the man at the head of affairs—even of educational affairs—is so exacting, that they will not think of any arduous task unless it can be immediately translated into votes. It is probable that the present adverse condition will continue for more than a generation. Is it to mean that the bibliographical factor so necessary for the creation of reading habit in our children is to be indefinitely postponed? Is there no other agency that can help us in the matter?

#### SOUTH INDIAN TEACHERS' UNION.

It is in answering this question that the potentiality of the South Indian Teachers' Union comes to my mind. Now I want to put before this Union a concrete proposal—a proposal that will ward off the present book famine in five years. No doubt any such efficient work will entail sacrifice. Without sacrifice of some form or another, no substantial change can ever be effected. But in the scheme I propose, the sacrifice will not become incident on one or two individuals but it will spread over the entire teaching profession in a manner that the share of sacrifice which falls to each teacher would be something bearable.

#### A PROGRAMME FOR THE TEACHERS' UNION.

I hope there are about 400 high schools in our province, with 400 Teachers' Associations. Each Teachers' Association should give annually to the South Indian Teachers' Union the manuscript of one book written by such teachers as can resonate with the child's mind and imagination—and written in the children's style. The South Indian Teachers' Union should give each year 400 topics covering the entire field of knowledge. It should

also set the necessary bibliographical standard to be observed, *viz*, the number of pages, (I would suggest 250 pages as the standard) the number of illustrations, the kind of index and so on. The South Indian Teachers' Union should print these manuscripts in attractive style, in bold types, on large thick paper and bind them in an attractive way so that each volume is a sumptuous and inviting one.

I can tell you from my experience that when an edition of 500 copies is produced, we can recover the out-of-pocket expenses if we can sell 250 copies. Hence, if each of the 400 schools guarantee the purchase of one copy of at least half the number of books produced by the South Indian Teachers' Union each year, the problem of finance will solve itself. If the teaching profession will discipline itself to carry out this programme for five years, the market will have 2,000 books written specially for the children of our province. Then the book famine will disappear and the creation of reading habit will become quite an easy matter.

#### CO-OPERATIVE PRODUCTION OF THE BOOK.

Perhaps, I may mention one detail. I said that each Teachers' Association should undertake to produce the manuscript of one book. The book may be written by the Association on a co-operative basis. The Headmaster may plan the whole thing carefully so that each teacher contributes his best to the book. It may be that one teacher can give the illustrations. It may be that a few of the teachers can supply the different chapters. Somebody who has got the power of expression might revise the manuscript and clothe it in a uniform style suited to the children's mental level. Some teachers might merely collect the data neces-

sary for those who write out the matter. Some others may read the proof. At least some of the monthly meetings of the Teachers' Association might be converted into business meetings. In spite of merely listening to some vague talk, they might appraise the work done over the manuscript and by a careful discussion and if necessary by experimenting with the children try to improve the manuscript and make it as effective as possible.

I wish very much that the enterprising Secretaries of the South Indian Teachers' Union take up this suggestion, plan it carefully, work out all the details, and launch the scheme into operation as early as possible.

#### BIBLIOTHECAL FACTOR.

Assuming that by 1940 our school libraries will have a sufficient number of children's books written by ourselves, it cannot be said that that alone will ensure the creation of reading habit. Even the combination of the most favourable pedagogical factor and the bibliographical factor may not be sufficient to bring about the creation of reading habit. Their combination is necessary but not sufficient. The third factor, *viz.*, the bibliothecal factor should also be provided if the best results are to be achieved. By bibliothecal factor I mean organization of the library in a scientific way. This would mean putting the library in charge of a trained school librarian, not only putting the library in his charge but also giving him freedom and facilities to develop the library in the most efficient manner known to library science. Let not the fact that I belong to the library profession in any way cloud this issue.

To make the library really effective, to make it throb with human life, to make it progressive, we must put it

in charge of a professional librarian with human sympathies. It is a short-sighted policy to think that the teachers themselves can manage the library. It is one thing to keep a library as a store-house of books and is quite another thing to make it a live workshop, attracting the little children and giving them full opportunity to discover their own book interests in the most pleasurable manner and to correlate the work in the library with the work in the class room in such a way that the *Premā* of the children towards books is stimulated to its maximum.

But, perhaps, it is now too premature for me to go into the further details of this factor; and I don't want to crowd your mind with more than one central idea to-day and I want you to consider deeply my concrete proposal for removing the book famine in the school libraries of Madras to-day and to spread this message of mine to all brother teachers in the province as speedily as possible, so that it can be put into effect—shall I say from 1936 ?

\* \* \* \* \*

“ Men are like chairs,” writes a woman in a ‘Foreign Exchange’ “ they vary in shape and size, but all can be sat on. Some men are like mahogany chairs, they lose their polish after a little while. Some are like chippendale chairs they need delicate handling. Some are like plush upholstered chairs, one cannot stand them on a hot day. Others are like parliamentary seats, they have to be won. Some married men are like desk chairs, they are always being dragged about. Some are like rocking chairs, they put you to sleep. And finally some men are like benches, it takes more than one woman to sit on them—a wife and a mother-in-law.”—*Furniture News*.

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# LIBRARIES & LIBRARIANS

By B. N. Bannerji, M. A.,

*Librarian, Dungar College, Bikaner.*

In our country, librarians are ranked with ordinary clerks. This is because nobody knows what functions of a librarian are, what should be his qualifications, what may be his duties and what kind of treatment he deserves. The most common concept of a librarian is that he is a custodian of books and should lend books to borrowers whenever demanded. This is the sum and substance of the qualifications of a librarian. But who is to be blamed for it—the librarian or the authorities who appoint him? In most cases authorities appoint librarians who are not properly qualified. Such persons are very low paid and have to perform the duties of a clerk. When duly qualified persons are not needed to fill up the posts of librarians, it is quite natural that the educated persons will not like the profession as they cannot be adequately remunerated in the line.

The real significance of libraries and worth of librarians are now being realized by some persons who have travelled in foreign lands. So long as the need and functions of libraries will not be widely realized, there can be no improvement in this department. The following quotation gives an excellent idea of a library and the librarian. "Is not a library the place most fitting for the birth of great works and should not librarians be those most often blessed with the sweet care of such nativities? By Pallas Athene Yes. Surely, from long commerce with the noble minds of old, the librarian should attain to the fine fragrance and sharp savour of elegance and wit."

To make a library worth the name, a really able man with library training should be appointed to conduct it. In fact a library is the place which supplies intellectual food to the scholars. It contains a good collection of all different subjects and people can find books on different topics at one place. A library is the place where persons can have information on present day topics and can obtain latest writings not only in books but also in periodicals. A man who is given charge of such an institution, if he does not possess an all-round information, it is impossible for him to discharge his duties creditably. In foreign countries, the success of libraries is due only to good librarians with a sound general education besides the technical training.

Somebody has said that University and College librarians should be appointed on the grade of a professor and a school librarian on the grade of a senior teacher. A librarian is a teacher of teachers and professor of professors. The University or the College librarian should grasp all subjects readily and promptly in order to help the readers in giving them the information they seek without delay. In fact, a University or College librarian is on a much higher level than a professor as he is expected to give his readers information on all subjects whereas an individual professor knows his own subject only. The librarian of a Public library has to perform a still more difficult function. He should have an enough knowledge of psychology as to read the minds of his public and to equip his library according to the different tastes of the public.

Lately, several library training classes have been started in India and graduates are being trained in this profession. In some places trained librarians are not satis-

fied with their salaries and status unsatisfied men can never perform their duties well. Their salaries are very small and they are not regarded better than the clerical staff. Really it is deplorable, when educated persons such as teachers and professors do not consider a librarian equal to their position and think it below their dignity to include him in their society or in any social function. India is still to learn many things from others about libraries and librarians. Some educated and cultured men dissatisfied with the profession have left it while others are looking out for opportunities to leave it unless their status improves and they are considered equal to teachers and professors.

Not only the library authorities, librarians too have some duties to perform in order to do good to the library as well as to the profession. The trained and educated librarian should not spend his time merely in cataloguing and classification but he should spend more time in guiding his readers in the use of books. Reference work is a very important part of the librarian's duties. "A library, unfortunately may easily be a model of routine and technical efficiency and still remain a quite ineffective factor in the life of the coming generation it is supposed to serve."

If the library authorities, in India, sincerely wish to have good libraries in this country, they should appoint duly qualified librarians who should be adequately remunerated, because an ill-fed man cannot perform duties efficiently.

#### LIBRARY OPPORTUNITIES.

No charge is made to Subscribers to the 'Modern Librarian' for the insertion of notices relating to this department. Librarians are requested to give some particulars of their training and education, distinguishing between library work and training class etc.,

*All enquiries may be addressed to :*

*The Managing Editor,  
MODERN LIBRARIAN, LAHORE.*

# CLASSIFICATION

By Sant Ram Bhatia

(Forman Christian College Library.)

## INTRODUCTION.

If there is any subject which divides opinion and provokes endless controversy amongst librarians and scholars, it is the proper classification of books. From the beginning of literature this has been a well-nigh insoluble problem. Treatise after treatise has been written upon it, system has been piled upon system, learned men have theorized and wrangled about it all their lives and successive generations have dropped into their graves, leaving this problem as unsettled as ever.

Perhaps there would be less trouble about classification, if the system-mongers would consent to admit at the outset that no infallible system is possible, and would endeavour amongst all their other learning, to learn a little of the saving grace of modesty. A writer upon this subject has well observed that there is no man who can work out a scheme of classification that will satisfy permanently ever himself. Much less should he expect that others, all having their favourite ideas and systems, should be satisfied with his. As there is no royal road to learning, so there can be none to classification.

In its elementary form classification plays a large part in the ordinary life. It is commonly realized that a book-seller does not sell sweetmeats and that cloth is not purchased at a tobacconists. In the domestic circle books are stored separately from other weaving apparel while different articles of food have their recognized places. Narrow-

ing the example down, it is sure that money is classified according to the metal of which it is composed, and it is the practice to keep these different kinds distinct in bulk. These examples prove that the process of classification enters a great deal into every day life. In its highest form it belongs to the domain of logic and is stated in logical terms, concerning itself with all knowledge. In all ages men have recognized that the process of classification lay at the root of knowledge and that a clearer perception of its principles would result in a widened understanding of the universal mysteries.

Classification aims at chaos to order, it separates things according to their degrees of unlikeness and groups them according to their degrees of likeness. One can divide and subdivide the literature of any science indefinitely, in a list of subjects, but such exhaustive sub-divisions can never be made among the books on the shelves, because they frequently do not deal with one idea or one thing only. Here for example is a "Treatise on diseases of the heart and lungs." This falls naturally into its two places in the subject catalogue, the one under "Heart" and the second under "Lungs," but the attempt to classify it on the shelf must fail, as regards half its contents, as it can occupy one and only one place there. You cannot tear the book to pieces to satisfy logical classification. Thousands of similar cases will occur, where the same book treats of several subjects ; therefore additional places have to be devised for a bibliographical classification, in order to permit the inclusion of books general in their scope. It is in this way that the classification of books becomes an art whereas the following of the order of nature which constitutes true classification is a science. The theoretical aspect of the subject is a very attractive one and must be

pursued in "Richardson's Classification: Theoretical and Practical."

#### DEFINITION.

Classification is the scheme for arranging books in a library so that similar subjects stand together on the shelves: or more briefly "Classification is the putting together of like things." Book classification as defined by Mr. C. A. Cutter is "the grouping of books written on the same or similar subjects."

Some intelligent people still ask why librarians classify books. Why not stand them on the shelves in the order in which they come into the library, or arrange them according to size? The answer is, we classify to bring together those books which will be most used together to secure "economy and efficiency in the use of books" by speed of service and by grouping related books that the reader might not think of assembling for himself. The average reader prefers to examine a group of books rather than a group of catalogue cards, or even a printed catalogue on his subject. Richardson in his "Classification," says that "in a large scholarly library, doubling the entire delivery and reference force would not give the efficiency to an unclassified library of even a barely tolerable classification."

Classification may be (a) natural or logical, that is arrangement by essential likeness, or (b) artificial, that is arrangement by some accidental feature. A strictly logical classification is probably an impossibility.

Mr. L. Stanley Jast says "The theory of classification is a department of logic. Students who know no logic, or who do not grasp abstract ideas readily, will find the subject difficult. The difficulty is increased by the absence of suitable literature on this aspect of classification."

Prof. Huxley, in his "Lectures on the elements of comparative anatomy" says: "By the classification of any series of subjects is meant the actual or ideal arrangement together of those which are like and the separation of those which are unlike, the purpose of this arrangement being to facilitate the operations of the mind in clearly conceiving and retaining in the memory the characters of the subjects in question."

As modified by Prof. Jevons in his "Principles of Science" it reads: "By the classification of any series of subjects is meant the actual or ideal arrangement together of those which are like and the separation of those which are unlike, the purpose of this arrangement being primarily to disclose the correlation or laws of union of properties and circumstances, and secondly, to facilitate the operations of the mind in clearly conceiving and retaining in the memory the characters of the objects in question."

As further modified: By classification of any series of subjects is meant the actual or ideal arrangement together of those which are like and the separation of those which are unlike; the purpose of this arrangement being primarily to facilitate the operations of the mind in clearly conceiving and retaining in the memory the characters of the objects in question, and the recording of them, that they may be conveniently and quickly referred to; and secondly, to disclose the correlation or laws of union of properties and circumstances.

Study these definitions very carefully, noticing especially the widening of Huxley's definition by Jevons, and of Jevons by the last definition which is the one students should learn and try to understand.

Convenience in use must be the criterion in the average library. Then, too, the logical relation of any given book to any others varies with the type of library; a book dealing with the question of Hamlets' sanity would class with Shakespeare in a general, with insanity in a medical library. Moreover, authors regard not the convenience of classifiers, but insist upon producing many books which belong, logically in several places. So even if a perfectly logical classification of knowledge be worked out it will not fit the books. Library classification then, must needs be more or less artificial.

#### HISTORICAL INTRODUCTION.

Some of the older classifications were more useful as classifications of knowledge than as classifications of books. A good example of this is Francis Bacon's classification of knowledge into three great classes according to the faculty of the mind employed in each :

#### OUTLINE:

##### I. History (Memory)

Natural history

Generations (produced by natural or artificial processes) (Physics, Physical Geography, Species, etc.)

Praetor-generations (Monsters)

Arts

Civil history

Ecclesiastical

Library

Civil history proper

##### II. Poetry (Imagination)

Narrative

Dramatic

Parabolical

## III. Science of Philosophy (Reason)

Philosophy

Divine Philosophy (Natural theology)

Natural Philosophy

Speculative

Physic

Metaphysic

Operative

Mechanic

Magic

Human Philosophy (Anthropology)

Philosophy of Humanity

Human physiology (or physical anthropology)

Human psychology

Logic

Civil Philosophy (Modern sociology)

Society (Social relations)

Commerce (Economics)

Government (Politics)

Theology (Revealed Religion)

This has been tried as a book classification and has been found wanting. We are no longer trying to evolve a complete and fixed classification of human knowledge which may be applied to books. Convenience in use is now placed before philosophical order. The classification of books is acknowledged to be an art, not a science "a human creation for a human end." Some form of classification seems to have existed in early times. The Egyptian and Hebrew temple libraries were probably classified, and that Assyrian and Babylonian libraries were classified is certain; but the proper history of book classification begins with that of the Alexandrian library as expounded if not invented by Callimaeclus Edwards in his "Memoirs of

Libraries, 1859." He notes 32 schemes of classification; and Richardson in his "classification" notes over 100 "practical" schemes i.e., those with a notation (a shorthand series of names for classes).

The scheme of Conard Gesner-Swiss, physician and philosopher, devised in 1548, has been called by some the first bibliographical system published with a view to the use rather than the sale of books.

*W. T. Hanis*, the first draft of whose scheme was printed in 1875, is said to have been the first to produce a method adapted to the needs of a modern library. This scheme bears some resemblance to the D.C. in its 100 subdivisions and in the general sequence of its main divisions.

A well known European system is that of Gustav Brunet, who in his "Manuel de libraire" gives more than 1100 sub-divisions under the five main classes: Theology, Jurisprudence, Science and Arts, Belles-letters, (Politic or elegant literature, including poetry, fiction, criticism, aesthetics, etc.,) History (including Literary history and Bibliography.) This system dates from 1810, is founded on a large number of actual titles, has many elements of practicality, and has been much used especially in France.

#### LOCATION AND ARRANGEMENT.

Five stages of development may be distinguished in the arrangement of books in the Modern Library, though it is not understood that all have passed through all five of these stages.

(a) *Accession order*: Books stand on the shelves in the order in which they come into the library.

- (b) *Size*—books used to be arranged by size in many French and in some American libraries
- (c) Numerical sequence or alphabetical arrangement by author under very broad classes.
- (d) *Fixed location*.—System of marking and arranging books by shelf and book marks so that their absolute position in room, tier, and on shelf is always the same. Its mark may be 2138.27 meaning 2nd floor, 1st room, third case, 4th shelf, 27th book. With fixed location, room was left for growth in each class, but it was impossible to guess aright, and some classes always became congested. When this happened, if the librarian wished to move the books to make room for additions, all the shelf marks, on the books and in the catalogue, had to be altered.
- (e) *Relative location*.—An arrangement of books according to their relations to each other and regardless of the shelves or rooms where they are placed. Relative location, like a card catalogue admits indefinite interlocation; the books can be moved to other shelves or rooms without altering the call numbers."

With relative location, room is still left for growth, and it is not necessary to move the whole library and change the shelf marks every time more books, than you have space for, are added to a class.

The difference between fixed and relative location has been clearly illustrated by Mr. C. A. Cutter as follows:—

The fixed location may be compared to the line in the directory which states that a man lives at 129 Grace St. the relative (movable) location to the army Register, which says that he is captain of Company c, Fifth Regiment. The street is immovable, but the regiment may be marched from one part of the country to another, yet the man is easily found, by his position in it. Similarly books may be found by their position in a certain case, though the class itself be moved from one alcove to another. If the man moves to a new street, a new directory is needed, but the Army Register does not have to be altered just because the Regiment has been quartered in a different town."

Some of the principles of arrangement which enter into various systems of classification, some ruling in one system, some in another, are:

Alphabetical arrangement by author

Geographical arrangement

Chronological arrangement

Arrangement by form or kind of literature to which the book belongs

Arrangement by size

Arrangement by language

#### NOTATION.

It is not enough to classify books—they must be marked in such a way that if taken from the shelves they can be replaced correctly.

#### DEFINITION.

The system of shelf marks (figures, letters, arbitrary characters, or any combination of these) employed to number the books according to the sub-divisions of the classification is called notation. It is necessary to distinguish

between classification and notation. Classification is the arrangement in classes: notation is a shorthand series of names for classes.

A notation should be simple, easy to read, write and remember, and should have great capacity for sub-division. The mnemonic element is considered by some to be of prime importance. Opinions vary as to whether letters or figures are the easier to read, write and remember. It is said that every practical system sooner or later makes use of both letters and figures.

*Some of the criteria of a good classification:—* Subject classification; Cutler Expansive classification; Dewey Decimal Classification; Sayers Grammer of classification.

The classification of books must provide places for the location of books general in scope; literature of form *i. e.* poetry, biography, and fiction, must be recognized and absorbed without dislocating the true progression or classes; a system of notation must be added for identifying individual classes or sub-classes, as well as for making the books which shall be located in those places hereafter, and finally the scheme must be furnished with an index. Besides it must be sufficiently elastic in its tables to permit the inclusion in its proper place of any new discovery made at any future time, the notation being necessarily equally elastic. In illustration of this—a generation ago science had no knowledge of Radium (in D. C. 546, 432) and consequently classification schemes then in vogue had no place for it. Now not only Radium, but the various methods of its employment have to be understood and incorporated and the old schemes which have permitted these additions to their schedules best are the ones most fitted to serve as

well as most true to nature in their principles. The system of notation used to distinguish and designate the different classes, sub-classes etc., plays a very important part in any classification scheme. The symbols should be such as can be readily understood and recognized by everybody, and should be capable of indefinite expansion without becoming unwieldy. Those most commonly used are the Arabic numerals, or the letters of the alphabet, or a combination of both; and it is scarcely probable that anything more simple will ever be invented.

The index with which a classification scheme is supplied is a feature requiring some consideration. Its purpose is to guide to the contents of the schedules and equally as much to ensure that books on special topics shall always be allocated to the same class; or in other words, that a subject maintains a constant place in a scheme. Indexes are of two kinds-Relative and Specific.

*Relative Index.*—Relative Index reveals different aspects of the one subject: for example, under Railways would appear the various aspects of that subject, thus :—

#### RAILWAYS :

Construction

Economic

Laws

Nationalisation

Working.

In the *Specific* index their would only appear one entry, and the different aspects would either be given under other heads, or would be distinguished by other means.

Some of the criteria of a good classification are as follows:—

1. It should as nearly as possible follow the order of things.
2. It should be carried out in minute detail.
3. It should be provided with a notation which will allow for indefinite sub-division, using mixed symbols, but with a predominant decimal base.
4. It should be provided with a detailed and specific index.
5. The value of such a system is increased in direct ratio to the generalness of its use.

#### ADVANTAGES OF LIBRARY CLASSIFICATION.

1. It makes the resources of a library more easily available.
2. It prevents confusion and wastes of labour.
3. It enables one to see where the library is weak and where it is more developed.
4. It enables the librarian to stand on his own shoulders.

#### GENERAL RULES FOR CLASSIFYING.

1. Classify by topic, then by forms, except in pure literature where form is paramount.
2. Place a book in the most specific head that will contain it.
3. Avoid classifications which are in the nature of criticism.
4. Consider the predominant tendency or obvious purpose of a book.
5. When two headings clash, make a decision as to which is to prevail.

6. When a book details with two or three divisions of a topic, place it in the one which is most prominently dealt with or which is first treated : when with more than two or three, place in the more general reading.

7. Always have a reason for placing a book where you do place it. When a subject arises which has no place in the classification, determine the heading to which it seems to be most closely referring and make a place for it there.

9. Place a book where it will be most useful.

10. Make notes of all decisions.

Richard Bliss in his report on classification says : "So far as is known to the reporter, Cutter's revised Classification is the only system which allows unlimited contraction or expansion without re-arrangement or an objectionable addition to the class mark (L.J. 14 ; 242, May—June 1889)

Richardson in his 'Classification' says that E.C. in its final expansion is "a monument of patience and adequate scholarship, and demonstrates, as it has never been shown before in any system, that the alphabetic base is a truly logical and very flexible base."

Whoever has read the best books has acquired not only information but a method of thinking. Intelligence is as contagious as gracefulness and wit used to be in the eighteenth century. This is not all. Doctrines are tested and developed, methods are improved, views are completed, the work of the whole world becomes the property of each individual seeker who cares to annex its results.

(Ernest Dimnet: The Art of Thinking.)

# Personality and the Librarian

True criticism aims to bring out the virtues as well as to disclose the faults. In this regard, one might judge by fixed standards the pros and cons of librarianship. In librarianship we include all those who are professionally trained. Here the question might arise as to which one of the many qualified judges of librarianship are most competent to fix these standards. Shall we give that privilege to the heads of library schools, to those who are not only experienced judges of library work, but through long observation, of students as well? The library schools teach certain qualifications a librarian should have. Among them we may or may not find the phrase "a pleasing personality". Impatiently, those who have long been in library practice, and who believe themselves made nearly perfect by length of time, request an accurate definition of the word personality. Without claiming excess confidence in one's own understanding, the reply might well be, that personality is not an acquired characteristic. Possibly psychologists might argue otherwise, but a true personality is like the gene for eye coloring, a fore-ordained thing. Can the library school teach anyone exactly how to acquire this intangible characteristic? To be sure, personality can be developed, but developed does not mean created. Personality is that wholly indefinable something which lies within the individual. If it is dormant, it may be awakened and brought forth in all its beauty. It cannot be created in the individual. It must be inherent.

Thinking back over one's years, perhaps a few people stand out as having what we call personality. Was the word used correctly? Coleridge said, "Personality is

individuality existing in itself, but with nature as a ground." These people whom we so well remember, had some individual trait, gesture, cleverness of comprehension and understanding which particularly intrigued us. We do not remember them for some mechanical invention, or work of art, but for the beautiful personal self they revealed to us. Perhaps they pleased us by some extempore remarks by the application of an unexpressed thought of our own or merely by a gracious manner which held within itself more than graciousness. However it was done, the effect was complete and lasting. This is what one would delight to find in a librarian.

These people, then, whom we consider the proper ones to be the judges of librarianship, are the ones who have the opportunity of influencing the trend of those ductile minds. Yet can they in any way instill personality into their charges? The answer can be nothing but negative. The facile mind may assimilate a series of phrases, gestures, and mannerisms which seemed attractive as they came from the teacher; may also greatly strive to imitate these pleasing factors, but still have no personality of its own. Therefore, we grant that this elusive characteristic is not one to be acquired, not imitated effectively.

At this point the question may well arise as to the possibility of training for aids to personality. Let us assume that everyone has within himself some personable characteristic which should be brought to light. Assuming such, who can discover and develop this better than the teacher in the library school? Before the teachers at the beginning of each school year, assemble many potential librarians. These students as a general rule have a plastic spirit. Knowing nothing, or but little, of library work,

they are ready to assimilate ideas, theories, and truisms. What will the library school do to them? Will it turn out cataloguers perfect in functionary detail? Will it develop classifiers true to the D. C. Form, or better, still, will it send out a group of eager-eyed people whose initiatives have been developed by use of a free rein? One has heard that the mold is so well set in these library schools that the new Librarian may be spotted easily as to his particular school. Molds: the every word kills personality. As an offset from this, we might mention the splendid project system as developed in the book selection classes of a certain eastern library school this past season. In this class, groups were allowed to pick their members, their subjects, their methods of presentation, and their materials for a series of class lectures. The results were laudatory. This type of teaching could be called a direct aim to develop the aforementioned aids to personality.

From all this discussion the reader may ask, "And what if there is no personality? Does not the person in library work succeed just as well without as with this desirable factor?" We must regretfully answer in the affirmative. Seemingly, personality is often greatly overlooked. A good grade with a few characteristics such as honesty, dependability, and integrity, may often suffice. Does the priority of birth and experience make up for the lack of personality? And again, is it strange that the new individual in the profession, because of his observation, finds himself more anxious to trust to his own eyes in his progress of life than to entrust himself to the guidance of those who have, seemingly lost their way?

Too often individual spontaneity in library work is checked by a superior in authority, because this spontaneity, or demonstration of personality, is not recognized by the.

ordinary modes of thinking as having any particular value. The majority seem satisfied with things as they are, and cannot comprehend why these ways are not good enough for anyone. What is more, these same expressions of personality are looked upon with jealousy, as a sort of rebellion against what the department heads, in their own judgments, think, is best. Yet one of the highest aims a new librarian can have, is the firm determination to develop his own power and personality in the duties before him in such a manner as to merit recognition. This does not mean that he should not benefit by the results of the experiences of those who have long since learned the first precepts of librarianship. But it is, indeed, the right idea that a person, arrived at the maturity of his faculties, shall use and interpret these experiences of others in his own way. There should always be an intelligent following of custom, but also an occasional deviation from custom. In these deviations are brought forth the initiatives of personality. In this day of dictatorships, even strong natures are apt to be submerged by stronger ones, or those in authority. But if the new librarian, instead of asking himself what is the suitable attitude for his position, should follow his own nature, he might attract enough attention to his own capabilities as to be a means of promoting himself. The expression of originality, a thing not felt by unoriginal minds, is the great thing to be developed in library work. One of the first services of this originality of person is the opening of the eyes of those less blessed with personality. There must always be someone who is the first to do a thing. So, to the new librarian let us say, "Do not lose your individuality in the crowd." And in so saying, perhaps we may arouse the as yet unawakened personality of librarianship.

—JACQUELINE D. SYKES,  
(Library Journal.)

# NOTES AND NEWS

## FACILITIES FOR RESEARCH WORKERS.

"A Research Worker in Europe" was the subject of an interesting talk given under the auspices of the Government of India Library Association, by Dr. Lanka Sundaram, M. A., Ph. D., on May 22nd. Dr. Lanka Sundaram spoke for over an hour narrating amusing anecdotes and experiences of the ways of English and Continental Librarians and the excellent facilities offered to research workers and students in libraries like the British Museum, Bibliotheque Nationale (Paris), the Library of the Permanent Court of International Justice at the Hague, the library of the League of Nations Secretariat at Geneva, the International Labour Office Library, the Chatham House Library, the Colonial Office and the India Office Libraries. The public libraries in Europe are functioning as genuine public utility services and render immense help to readers and research workers. Drawing upon his personal experience the Doctor stated that it was the personal equation which brought about a closer contact between the students and the library staff. It was indeed deplorable that this element of personal touch, which assisted materially in attracting readers and research workers, is wanting in our Indian libraries. With a view to popularise the library movement in India, the lecturer pointed out that similar facilities should be made available to students in our public libraries, and there should be—a closer co-ordination between the readers and the librarians. He further pleaded for raising the status of the library profession in India, and pointed out the great need for employing scholars and highly qualified persons as librarians. At the close, the lecturer answered a series of questions on the various aspects of library service in the West as well as in

India. He also referred to the changed outlook in this country as a result of the growth of education and hoped that the coming generation would find considerable improvement in the library outlook in India. The meeting terminated after the concluding remarks of the President, Mr. M. T. Gibling, Secretary, Central Board of Irrigation, who explained the steps taken in his library in giving publicity to its contents to irrigation engineers through the Quarterly Bulletins all over India.

The Annual Statutory Meeting of the Association was held at the Imperial Secretariat Library on Monday, the 6th April, 1936. Mr. Madan Gopal presided. The Honorary Secretary presented the report of the Association for 1935-36, which was duly adopted. The report dealt briefly with the activities of the Association during the year under review. Twelve general meetings were held during the year where lectures were delivered and papers read. Among those who responded to the invitation of the Association and were kind enough to deliver interesting talks were Miss J. E. Copeland; Mr. J. A. Chapman; Mr. K. N. Dikshit, Deputy Director General of Archaeology; and Mr. A. N. Kumar. The following is the list of papers read at the meeting of the Association :—

- (1) "The Men of Letters in India" By Mr. J. A. Chapman.
- (2) "Libraries and Living" By Miss J. E. Copeland.
- (3) "India 5000 years ago" and (4) "The Story of Libraries and Museums" By Mr. K. N. Dikshit.
- (5) "Problems of Central Cataloguing in Official Libraries".
- (6) "International Brusseles Institute— a Historical Survey" and (7) "Trends of Library Co-operation in Europe" By Mr. R. Gopalan.
- (8) "An Indian Student Abroad" By Mr. A. N. Kumar.
- (9) "The I. I. B. Classification and its Application to Science Subjects" By Mr. Gian Chand.
- (10) "A Comparative Study of

I. I. B. Scheme of Classification and Decimal Classification" By Mr. Kalyana Raman. (11) "Are Author Numbers Necessary" By Messrs. Mohammad Shafi and J.L. Bhatnagar. (12) "Sardhana" By Mr. M. Ahsan Jan.

The Association was represented at the Second Session of the All-India Library Conference held at Lucknow on 19th to 22nd April, 1935, by a delegation consisting of Messrs. Muhammad Shafi, Madan Gopal and Brij Bhushan. Members of the Association also proceeded on an interesting excursion to the historical palace of Begum Samru and the Roman Catholic Church at Sardhana in Meerut District.

The following office-bearers and members of the executive committee were elected for 1935 :—

President : Mr. M. T. Gibling, Secretary, Central Board of Irrigation ; Vice-President: Mr. R. Gopalan. Honorary Secretary : Mr. Brij Bhushan. Treasurer : Mr. Madan Gopal. Members of the Committee : Messrs Muhammad Shafi ; J. L. Bhatnagar ; D. R. Sharma ; Ameer Ali and Kalyana Raman.

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## Rural Libraries in Travancore SIXTY OPENED IN LAST 6 MONTHS.

About sixty rural libraries have been opened by the Travancore Education Department in the four educational divisions of the State during the last six months, in accordance with the rural libraries scheme. The Director of Public Instruction, Mr. C. V. Chandrasekharan, has inspected about a dozen of them and the experience of their working has been very satisfactory.

The rural library scheme has been started in Travancore with a view to prevent, as far as possible, lapses into

illiteracy and provide facilities for adult education, and the response that the libraries have met with is understood to have been very encouraging so much so that if funds permit, the scheme may be extended next year by opening more libraries. This, however, depends on the financial position.

The libraries that have now been opened are, all of them, situated in rural areas and are equipped to meet rural needs. They are located in selected departmental primary schools, and special men have been picked out to be Headmasters of these Institutions, combining the function of librarian with it. The libraries are supplied with a vernacular daily and monthly, and there has been keen appreciation in the villages of these facilities. For a start, the libraries have, each of them, been equipped with books of the value of from Rs. 200 to Rs. 300 and additions will be made to the stock as needs arise and funds permit. The use of the libraries and reading rooms is free, but provision is also made in some cases for membership of the library on a small subscription to enable members to take loan of books. The sixty libraries are distributed equally between the four educational divisions into which the State is divided.

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## Book Fair in Madrid

### A TASTE FOR THE CLASSICS

This is the fourth year in which the fair has taken place. Its site is a part of the *paseo del Prado*, a main street so wide that a double row of books can be accommodated on one of its pavements without interfering with the traffic. In this open-air bookshop people strolling down the street are invited to examine the publishers'

wares and enjoy a reduction on all purchases made during the fair's ten days duration.

It is interesting to compare the selection of books displayed on the thirty-seven stalls with what we are accustomed to find in a similar exhibition elsewhere. I was immediately impressed by the preponderance everywhere of serious books. Fiction is enormously out numbered by art, literature, philosophy, medicine, and politics.

#### DEMAND FOR MARX.

Since Spain is passing through a particularly trying time in her history the interest of the Spanish people in the problem of their country is reflected on almost every stall. There are few publishers who have not some political books on their list, and several stalls are devoted entirely to the works of Marx, Lenin, Barbusse, and Gorki.

Apart from politics the next striking feature is the remarkable variety of uniform cheap editions. From them a library of both classic and modern writers, in handsome and well produced volumes, could be built up at very little cost. The interest in the classics, both Spanish and those of every other country in translation is considerable.

#### A FINE SERIES.

The Biblioteca Nueva, for instance, offers a series at as low a price as 1.50 pesetas, but this is quite overshadowed on the stall by their "Biblioteca tesoro," which is, perhaps, the most interesting proposition in the whole fair.

For less than £3 you can buy a facsimile of the two volumes in which "Don Quixote" originally appeared, or for thirty shillings replicas of the first editions of three books by St. Teresa, in one volume of twelve hundred

pages, cased in full leather richly tooled with a seventeenth century design.

Besides these treasures there are gaily coloured children's books, up-to-date and attractive school-books, and a great deal of poetry. There is variety mixed with a certain traditional love of the classics, and a considerable amount of good production—perhaps not so good as German, but very much better than French work of the same type.

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## Library Reports

### A RAILWAY INSTITUTE LIBRARY

The recently built premises of the E. I. Ry. Indian Institute is situated on the west side of the Lillooah Station, only three miles off from Howrah. Lillooah is noted for the extensive workshops of the E. I. Ry. The Railway Colony bears the appearance of a "Garden-town." The building is of standard Butterfly type with its simple and modest architectural features. It is provided with three rooms. The main Hall at the centre is used as Library and Reading-room. The latter is kept open in the morning and in the afternoon till 9 p.m.

The Library allows the readers free access to the shelves. The library has a decent collection of books on Library economy such as Brown's "Manual of Library Economy"; Ranganathan's "Five Laws of Library Science"; Dickenson's "Punjab Library Primer"; Doubleday's "Primer of Librarianship"; Library Association's "Catalogue Rules"; etc. This collection is very helpful for the library and the members who want to study modern library methods. Moreover, it furnishes materials to carry out necessary reforms in the library from time to time with the recent advances in the Library world.

The leading periodicals and magazines are kept in the library and preserved for the future use. And some journals on the Library Science like "Library Journal," "Wilson's Bulletin" and "Modern Librarian" are subscribed

This Institute Library has adopted Dewey Decimal System of Classification. Books of the library are arranged in classified order and systematic sequence on the shelves displaying the resources of the Library in each particular subject.

The Institute Library has already published a catalogue of English Books and Bengali Books on Dewey Decimal System in book form, which has been much appreciated and which may be obtained from the Hon. Secretary Indian Institute, Lillooah, on payment of the postage charges annas four only.

Books are issued by means of a ledger and a pass-book. The ledger contains the column for book number, title, date of issue and return, and initials of the counter assistant. The pass-book has columns for book number, title, date due, date returned, and initials of the counter assistant. A reader can borrow books personally on presentation of the pass-book or through an agent. Library authorities are considering the proposal far more economically and efficiently.

To save the troubles and difficulties of readers at out-stations who cannot come to the library, arrangements have been made to send books to them regularly. A touring clerk visits every member of the Institute at Calcutta Head Office, Howrah and other out-stations twice a week with a parcel of books demanded by the members in a steel-case. A delivery station has been opened also at the Lillooah Workshop.

Torn up and defaced books are discarded and withdrawn from circulation.

Arrangements are being made to train up the Librarians of other institutes in the E. I. Ry. System, in the Modern Scientific method at this institute, as Head quarters.

The Library has gained much popularity. It has got about 5,000 books in five languages catering to the taste of different nationalities from the highest officers to an ordinary labourer.

Arrangements are occasionally made to get some of library authorities to visit and inspect the Library and get their valuable suggestions and also impress the readers in library matters.

Khan Bahadur K.M. Asadullah, F.L.A., the Librarian of the Imperial Library and the Secretary, Indian Library Association, who recently paid a visit to the Institute Library was exceedingly glad to find that books on serious subjects are also in demand here and circulation statistics speak favourably about the library, one-fourth of its total stock being always in the circulation.

He recorded his deep sense of appreciation for the excellent way in which the library affairs are being managed. The enthusiasm displayed by those incharge of the Institute in the cause of library administration, he said, has been far ahead of what is being done by the librarians of similar institutes. In fact some of these librarians could very well adopt the Lillooah Institute Library as a model to be copied by them.

Another prominent visitor in recent times was Kumar Munindra Deb Rai Mohaspi, M.L.C. who complimented the

staff on the continued progress of the library and recorded the publication of Bengali Catalogue of books of the Institute after the Decimal System of classification as a pioneer work of its kind which will prove a guide for others to follow.

### CIRCULATION STATISTICS OF THE LIBRARY 1932-35.

Year.	Mem- bers.	BOOKS.						Newspa- pers & Periodicals	Circula- tion.
		English.	Bengali.	HIndi	Urdu.	Gur- mukhi.	Total.		
1932	351	689	1,530	300	208	...	2,727	34	12,708
1933	456	850	1,961	395	276	33	3,515	41	21,684
1934	454	908	2,134	427	305	54	3,828	46	24,719
1935	471	1,290	2,529	526	305	144	4,794	46	25,361

In course of the last six months the membership has been increased to 750 and naturally the issue and requisition of the books have also been doubled. Literature continues to be the most popular subject; then come Sociology, Useful Arts, Religion, History, Biography, Travels, Fine Arts Science, Philosophy and Philology. This analytical statement reveals the propensities of the reading habit of members.

### FORMAN CHRISTIAN COLLEGE LIBRARY

Last year our library was installed in its new quarters and we begin a new chapter in our history. This year has seen improvements on a smaller scale but continued progress along all lines. Perhaps the one notable innovation was

the employment of Mr. S. H. Vatsyanana for a brief period during the summer as adviser and guide in reading to Intermediate students. The experiment was a success and deserves a more extended trial, should finances permit.

The Reading Room was used during the year for five meetings of the Punjab Library Association, for a lecture by Mr. Dickinson organised by the "Fifteen," and for a conference organised by Mrs. Datta. It was also increasingly used for reading and study purposes by the students body.

During the year under report, 1,472 Borrowers' Cards were issued to registered members. Facilities for membership have also been afforded to old graduates on a deposit of Rs. 10 as security, and Rs. 5 as annual subscription. So far this class of borrowers is not large.

The total number of periodicals and gazettes received in the library during the past year was 127. Of these, 72 were purchased at a cost of over Rs. 885 per year and the remaining 55 were gifts. All the periodicals in the Reading Room have been provided with portfolios to guard against wear and tear, and many are bound and preserved on our shelves.

The total number of readers that visited the Reading and Study Rooms is estimated at 28,696 and the provision of more comfortable chairs in the main Reading Room and Seminar Rooms might well be considered.

About 42,655 volumes were taken out by members for home use as opposed to the 38,148 recorded last year, while 31,452 volumes were consulted in the Library as against 27,876 last year. This is certainly encouraging. If these figures be accepted, the total number of books used in and out of the Library was 74,107.

A subject analysis of books used at home, as compared with last year is as follows :—

		1934-35	1935-36
Literature	...	13,800	15,371
Social Sciences	...	2,703	2,815
History, Travel and Biography		2,544	2,656
Science	..	2,067	2,139
Useful and Fine Arts	..	773	827
Physical Education	...	454	489
Philosophy	...	578	660
Oriental Languages	...	2,427	2,489
General and Miscellaneous	...	3,480	4,725
Periodicals	...	9,592	10,484

Literature continues to be the most popular subject, but it will be noted that there has been a steady increase in every subject.

Volumes, amounting in number to 886, have been added to the Library during the year. Of these, 514 volumes were purchased at a cost of Rs. 2,392-6-0, while 352 were presented. We gratefully acknowledge gifts of books and periodicals from E. Mayadas, Esq., B. L. Rallia Ram, Esq., Mrs. B. T. Schulyler, Dr. F. M. Velte and, finally, Dr. S. K. Datta, whose interest in the library is inexhaustible. In addition, 82 pamphlets and reports were received from the Government and members of the College staff. There are now in all 24,807 volumes and 2,398 pamphlets on our shelves making a grand total of 27,205 volumes.

During the year, 866 volumes were accessioned, classified and catalogued. For this purpose 2,598 cards were written and filed in the card catalogue cabinets: 771 volumes were bound at cost of Rs. 521-12-0.

For the safety of MSS. and rare books, coins, etc., steel cabinets would seem desirable. It is also suggested that the corridor between class rooms Nos. 1 and 2 be added to the library as a museum to house such exhibits.

Six almirahs and one show-case for MSS. and pictures were added during the year at a cost of Rs. 345, while the polishing of all the furniture in the library cost Rs. 85.

The Seminar system has been continued with good results. As might be expected under such a system, however, freer access to the books has resulted in a slight increase in the number of books lost during the year. Mention has already been made of the employment of an adviser for Intermediate students, the Library has besides given lectures on book-use, methods of study, and library cataloguing for the benefit of members.

The Library co-operated in the collection of funds for the tiles now in the College Hall and helped materially to raise the sum of Rs. 500 so collected.

Mr. Sant Ram Bhatia was delegated by the Library attend the All-India Library Conference held at Lucknow during the Easter vacation and read a paper there on Book-Selection. He also contributed much to the proceedings and moved several very useful resolutions, notably one on the need for reference librarians in all large and reputable libraries.

Two departments, the Psychology Department and the Industrial Chemistry Department, are at present conducting what might be called branch libraries in their own quarters. While the Librarian is averse to the principle of removal of books from the central building for this purpose, the experiment has given us more room and will be watched with interest.

As books are increasing every year and there is no longer accomodation for all our books in almirahs limited in height to seven feet, it is suggested that a gallery might, with advantage, be built in the History Seminar Room, both to provide more floor-space for readers and to afford stock space that would be handily accessible. When further stock space is needed in years to come the same step might be taken in the English Seminar and in the three corridors at present used for stock. We believe that a gallery such as that built in the Industrial Chemistry Library would not prove too expensive.

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### **KHALSA COLLEGE LIBRARY** **AMRITSAR**

It is satisfactory to note that students are taking an increasing interest in the Library, which is one of the biggest in the Province. The average number of students taking out books from the Library is 120 per day. We have added this year 2207 volumes to the Library, bringing the total to 17,900. Out of them 1280, the Library of the late Rai Sahib Pandit Wazir Chand Trikha, are a wind-fall, having been donated by Pandit Jai Gopal Trikha, B.A., LL.B., Pleader, Jhang to the Khalsa College. Our heartiest thanks are due to the generous-minded Pandit Sahib for this valuable gift and I commend his noble example to the attention of the friends and supporters of the Khalsa College to enrich the stock of literature in the College for the benefit of our students.

It is becoming a serious problem to find accommodation for the ever-increasing stock of books in the Library. Every year we add about two almirahs to this Library. This year owing to the sudden increase in the number of books we had to find room for seven more almirahs. The room set

apart for Library is not commodious enough and is becoming rather dark and stuffy for students to sit in. Besides there is no separate room to serve as a "Reading Room," for which we have to make temporary shifts every year. A new and commodious building for the Library worthy of this College is a great need and it would be so good if some wealthy donor comes to the help of the Khalsa College and perpetuates his name by founding a new block to serve as a first class Library.

### **GOVERNMENT COLLEGE LIBRARY**

The total number of volumes in the Library is 22,906, of these 14,986 are in the main Library, 5,250 in the Stevenson Vernacular Library, 1,281 in the Zoological Library and 1,389 in the Botanical Library. During the year under report 731 volumes have been added. This unusual figure is due to the annual grant being increased from Rs. 2,000 to Rs. 5,000. The Education Department last year decided to levy a Library fee from all students according to the following rates : -

Intermediate	0	4	0
Degree	0	8	0
Post	0	12	0

This was estimated to bring in an income of Rs. 5,300 during 1935-36 and the Department was therefore asked to increase the Library grant to Rs. 6,500 and the Library Committee catered funds accordingly. But the Department could sanction only Rs. 5,000 which resulted in an actual reduction by nearly Rs. 1,500 in the original grant of Rs. 2,000 which had been paid by the Government in the past.

The statistics of books issued and received during the

academic year show that 13,205 books were issued and 12,811 books were returned. Besides this 3,811 books were consulted in the Library itself making the total number of books read as 17,016.

During the year under report the Dickinson Library, which contained about a thousand volumes and was managed by students, has been handed over to the main Library.

### **HANS RAJ LIBRARY**

( D. A. V. COLLEGE )

The Hans Raj Library, which owes its existence to the keen interest and selfless labours of L. Sain Das, undoubtedly continues to be the best college library in the Province.

The total number of books in the College Library now stands at 15,830. 428 new books were added, classified and catalogued during the year under report at a cost of Rs. 2015-11-3.

Four daily papers, nine weeklies, twenty-six monthlies and twelve quarterlies, covering a wide range of interests were subscribed to at a cost of Rs. 587-3-0.

The number of books issued to the staff and students is 15,175 against 13,611 issued last year. In order to encourage a still greater use of the library, duplicate sets of books have been provided in certain subjects to begin with. One set is always available for use by the students during the library hours. It is gratifying to note that a full use is being made of these facilities.

Special facilities have been provided for the research work of the students by allotting a separate room for their work. It is intended to provide increased accommodation for individual work in the Library.

## BOOK REVIEWS

**Masterman J. C., *Fate Cannot Harm Me*, Gollaney.**

A delightful book by an Oxford Professor, who combines in a striking manner the scholar's sense of style with the born story-teller's art. The story develops slowly, for it is supposed to be told during and after the most perfect dinner, which two friends who have met after a couple of years' parting enjoy in one of London's most exclusive Clubs. The whole atmosphere is highly artificial, and we do not expect Mr. Masterman to touch life in the raw, or to unravel any of the major problems which agitate human society. He writes of people whose income runs to four figures, of successful journalists whose articles are sought after by busy editors, of hostesses who give week-end parties in palatial country houses, and of charming debutants who have no care in life, besides love of wearing pretty frocks, and playing an occasional game of lawn tennis or golf. In this world the Public School ideal still reigns dominant, and the man who fails to live up to it, is condemned as a cad, and cast out in the outer darkness.

But within this conventional back-ground Mr. Masterman's characters are quite real, and provide us with plenty of entertainment. There is in particular a description of a Cricket match between two country house teams, which is the most humorous sketch of that leisurely game, which I have read for a long time. Altogether, a splendid book on holiday reading, and one which keeps in view the maxim that fiction must essentially entertain.

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**L. H. Myers, *The Root and the Flower*, Jonattan Cafe.**

This is a story the action of which is placed in Mogul India at the time of Akbar the Great. But the author says

correctly that it has no pretension to historical accuracy, for though various historical figures such as Akbar, and Prince Saleem appear frequently on Mr. Myres' confusing screen of endless plots and court intrigues, more of them bear only but the most superficial resemblances to their originals. Mr. Myers appears to have no central plot, and his book is written in a variety of styles, and ends without approaching any climax. He minglest in a lot of discussion on religious and philosophical topics, but this in no way helps towards the narration of his story, nor does it throw any revealing light on any of his leading characters. Altogether a most unsatisfactory book, one of the most annoying features of which in the pretension of artificial names such as Mohan Das, Hari Khan intended to be a Hindu, whose son is called Ali, and Raja Amar, whose sister is called Ambissa. It is obvious that the author is not at home in the Indian scene whether laid in Mogul or any other times.

*G. C. Chatterji.*

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**R. Croft-Cooke, *Blind Gunman, Javrolds.***

This is the story of a revolution in a South American Republic, with a love interest. The putrusit of the Dictator Torriente who falls in love with the illegitimate daughter of his predecessor over whose corpse he had himself ascended the Presidential throne and who when himself attacked by a distinguished rabble, refuses to bring his infinitely more powerful forces to his own defence, is too idiotic to carry any conviction except to such of his readers whose intelligence has been undermined by constant visits to the Cinema.

We have no doubt that Mr. Croft-Cooke will find many appreciative readers.

*G. C. Chatterji.*

**Miss Zane Grey, "In the Heritage of the Desert," (Hesper Brothers)**

Writes of the wild life of the Desert wastes of North America in the days of the Mormons. There is much shooting, and fording of torrential rivers, illustrating the proverb that the course of true love never did run smooth. But everything comes right in the end, and the hero and the heroine live happily ever afterwards. Suitable reading for adolescents.

*G. C. Chatterji.*

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**Masefield, Victorious Troy, (Hineman).**

The book is another of his seafaring yarns at which Mr. Masefield is a past master. Mr. Masefield writes for the growing boy whose spirit thirsts after adventure for which his city life affords no opportunity. But his is the art which appeals not only to the young, but also to the grown-ups, who may only claim to be alive, so long as something of the boy still stirs within their breast. Mr. Masefield is essentially a poet, which is the same thing as to say that he is a romanticist. In Victorious Troy he gives of the best of his unquenchable romantic imagination.

*G. C. Chatterji.*

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**Sri Auro Bindo, *Bases of Yoga*, Arya Publishing House, Calcutta. 1936. Price Rs. 4 pp. 251.**

The book under review contains a number of interesting letters written by Sri Auro Bindo to his disciples, explaining the various spiritual problems that arise in the minds of those who are after spiritual truth. It is a practical book and displays an extra-ordinarily deep insight into the workings of the human mind. The chief characteristics of a spiritual person are calmness, peace, and

equality. These he acquires through faith, aspiration and surrender combined with a personal effort. This means a great struggle for which few are called and fewer are chosen. Desires are to be controlled. Among them those connected with the palate and sex need immediate attention; for the control of the palate and sex is a source of vitality which is essential for spiritual uplift. The chapters on Sleep, Dream and Illness are illuminating. Those for whom the book is meant will derive immense benefit from it.

R. R. K.

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**Jawaharlal Nehru, *An Autobiography*, The Bodley Head.**  
 Price Rs. 7 pp. 618.

In writing out the story of his own life Pt. Jawaharlal has solved the enigma of a great man. He has shown how impartial an observer he is not only of outside events but also of his own inner conflicts. His forceful pen is aided by a very vivid imagination, an acute power of drawing contrasts and rich vocabulary. He has a scientific attitude towards events and a practical out-look upon life. He departs from the typical Indian with a metaphysical outlook on life and thus becomes the herald of a new era in his country.

The Pandit's approach to his personality is purely psychological. His early childhood in his family environment, his years at Harrow and Trinity are beautifully portrayed as factors contributing to the building up of his personality. Mothers have moulded the characters of a number of great men but in the case of the Pandit his father has been the deciding factor. Although the only son bound to be self-assertive and imperious he is completely suppressed by the over-domineering personality of his

father. In consequence "identification" takes place and Pandit Moti Lal becomes the Ego-ideal of his son. So much so that the frontispiece of the autobiography is embellished not by the author's own figure but by that of his father. Till his death the father seems to be the real hero in the book. It is very interesting to see how the son of an imperialist of imperialists should carry a relentless campaign against imperialism. And yet for a psychologist it is not difficult to explain. Pt. Jawaharlal's political creed is an unconscious revolt against the repressive imperialism of his father who for the fault of pinching his fountain pen could thrash his only son so much that creams and ointments were profusely in service for days. In the political realm up to a certain stage of his life the Pandit is completely tied to Mahatma Gandhi. But reading between the lines one finds that the allegiance is forced, the cords of which are snapped at a critical moment. After that the Pandit takes a long free breath and ruthlessly criticizes Mahatmaji's political creed and philosophy of life. The chapters on Desolation, Conversion versus Compulsion and the Record of British Rule are a fascinating study and are going to determine the future outlook of India. The Autobiography is a book of all times, a political text-book, a literary feast and the story of a nation's hard struggle for freedom.

R. R. K.

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**Johnston, J. P. *With a Great Master in India*. The Sawan Service League, Beas, Punjab, 1934. Rs. 4. pp 432.**

The author of this book is a famous American surgeon, a knight and a former missionary. For twenty years he wandered from place to place in search of a Living Master to guide him in attaining spiritual enlightenment. This

spiritual yearning finally brought him to Beas in the Punjab where he has found one of the greatest spiritual teachers of modern times. The book is a collection of letters written by Dr. Johnston to his American friends relating to the Great Master and the experience he has had while living with him. He lived and travelled with the Great Master with the most critical eye of a Westerner and after thorough search and examination declares Him a Living Christ, A Living Buddha, a Living Mohammad, a Living Guru Nanak and a Living Krishna.

It is generally believed that the present world is progressing materially but retrograding spiritually. If you go to Beas you will see with your own eyes that this belief is based on ignorance of the spiritual life of the present age. Baba Sawan Singh Maharaj, the presiding saint at Beas, has established the greatest university of spirituality where the great science of yoga has been made easy according to the needs of the modern age. The Great Master does not require people to leave their homes or occupations; rather He disapproves of those who depend upon the charity of others. He does not preach any religion, creed or sect. "All Religions," He says, "are our own."

Among the students of the Great Master are Hindus, Sikhs, Mohammadans, Christians and men and women of other faiths. He only teaches the science of connecting the soul with its Creator, by which one can take his soul up into the heavens, while living in his body and see the Creator and the great prophets and incarnations who come to earth from time to time, and also attain salvation from the wheel of birth and death. His method, says the author, is most scientific, in as much as it is based

on experimental psychology. Psychology, really speaking, is the science of the soul and the mind, their origin, union with each other, functions, control and finally separation of mind from the soul in the third region of spiritual enlightenment, after which one gets perfect control over his senses. Happiness, says the author, lies not in the gratification of the senses, but in the control of the mind. Like fire mind is a good servant, but a bad master. The Great Saint teaches, by simple yogic methods, the control of the mind, upon which depends the happiness and salvation of mankind.

Living in the world and with their families, there are many students of the Great Master who have attained spiritual enlightenment equal to that of Budha, Christ, Mohammad or any other great saints and prophets. It is a great pleasure when one actually sees with one's own eyes, their senses under control, their faces illuminating, living in the world like ordinary men and women, working during the day for their bread and butter, and passing some hours of the night in direct communication with the Supreme Lord. They sleep only four or five hours at night. The bell rings at three o'clock every morning at the University calling upon the students to sit up for *Bhajan*. Immediately some of them go into *Samadhi*, their souls pass on to the higher regions with the help of the Great Master who is always with them in his Radiant form on their journey. Yoga made easy and for every man, woman, boy or girl by one of the Greatest Masters ever born on earth is a remark often heard when anyone visits the Beas University. If this science of self-control were taught to school children many of their troubles in life would be over. Apparently the Master does not perform any miracles, says the book, but his students see His miracles in everyday life, particularly those who live near him.

The book is written in beautiful English and gives a clear account of the Master's teachings. His teachings are the same as those of Kabir Sahib, Tulsi Das, Guru Nanak and Swami Shiv Dyal Singh and other saints in India and Hazrat Shamas Tabrez and Maulana Rum in Persia. Those who have no religious prejudice and are not wrapped up too much in materialism will consider him a boon from heaven to lead them on to the path of God-realization.

During the sixty years of his public life, says the author, he has never known a speaker who could hold his audience with such rapt attention and eager interest as this great Saint on the banks of the river Beas. His words go deep into the heart of everyone of his listeners, because they are one hundred percent truth and come from divine regions. The book is strongly recommended for those who are in search of a spiritual teacher to guide them in attaining spiritual enlightenment.

*R. Manchanda.*

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#### ACKNOWLEDGEMENT.

We have received a new catalogue of Library Supplies and Equipments from the Indian Library Service Depot, MEHRA & Co., Anarkali, Lahore. It is very useful as the Modern System of Classification for small Libraries and arrangement of supplies are given in detail.

Their latest achievement is a Dictionary Card Catalogue Guide. We recommend to the librarians to get a copy from the Indian Library Service Depot, for their personal or library use.

# ROUND the FOREIGN LIBRARIES

## FLOWERS IN THE LIBRARY

"Gone are the days when libraries were dull, drab tombs containing books, when the smallness of the windows necessitated artificial light at all times, when *silence* was the watch word, and the dull, drab assistants glided gloomily into the recesses of the stacks for the books one wanted—those severe books with their tiny print, their dark covers, and their solemn illustrations," writes Paula Kiffer in the *Library Journal*. Those were the days when only the bravest and most determined readers used the library; those more timid or more indifferent preferred tatting at home or boggling in the country to braving the horrors of the public library. Gone, too, are the days when flower arrangement meant thrusting a "bunch" of variously assorted flowers, willy-nilly into a hideous affair of gold and brown, or dark blue and black, or plain olive green or something very festive with lots of trimmings, and then sticking it in the middle of the table.

Libraries are now cheerful places where one can feel at ease, browse, spend an hour or so a week, or drop in on the way to the movies to see what is new. The publishers vie with each other in making books attractive. Beautiful types are designed by artists in their line, book covers are made cheerful and bright, book jackets are made a delightful feature, and there is no end to the originality in the illustrations. When the books are rebound they are no longer done in dark grey and brown buckram, but in gay chintzes and bright cloths. In short, borrowing from the library is something the whole family can enjoy.

Flower arrangement has developed into an art, as it has always been in Japan. People with artistic tastes are taking it up as a hobby—and a fascinating one it is too. There is no end to the experiments to be made. As with all arts it has the double virtue of satisfying a creative instinct in the artist and of providing beauty for the spectator. The garden clubs are featuring it in their programs. What, then, could be more fitting than to have the Public Library a centre for flower arrangement displays, where they could be enjoyed by the thousands of library borrowers and incidentally make the library more charming? This thought occurred to a member of the Garden Club of South Orange, N. J., and they made plans to have a monthly display by one of the members in the Library. This plan was presented to the librarian who, needless to say, needed no persuasion to give the space.

For several months the South Orange Garden Club has carried out its plan and the result is most satisfying. The borrowers take a great interest in the displays and watch eagerly each month for the new one. It has inspired others, not members of the Garden Club, to bring contributions, and the result is that the library is almost never without a charming exhibit. To tie up with the displays the Library purchases from time to time new books on flower arrangement with an eye to building up a collection on the subject. These books are very popular, and many people who otherwise would not have noticed them, have been attracted.

#### PLEA FOR READING PERIOD

"Chance overhearing of a library patron's remark one day brought about a series of conferences on my part with various librarians with whom I could come in contact," writes Mrs. Jacqueline D. Sykes in the *Library Journal*.

The remark was something like this. "What an easy job that librarian has; all she does is sit around and read novels!" The librarian in question happened to be the circulation head of a fairly large library. At the time of the remark she was hastily reviewing a pile of recent books of fiction, preparatory to a short talk she was to give to her branch heads.

This inference of the patron is exactly what one would expect. The appearance of being idle and wasting the public's money and time is not in line with good politics. The average person has no clear understanding of the inner functions of the varied routines of librarians. Our only solution to this seeming waste of time is the ensuing proposed plan. Nor does this plan apply only to those who, of necessity, must review large number of books. From the head librarian down through all the assistants, excluding, undoubtedly, the minor staff members, there is a need for a period during the working hours that should be devoted to reading, and reading alone. No one needs to misinterpret this statement. By reading one, of course, means reviews scansion of the new books of lesser import, and more thorough reading of the best books. The question arises as to the amount of time to be allotted. My reply would be, one to two hours a day, the larger the staff, the longer the period. Immediately I feel the reaction of the librarians in their expected statement that they do not have large enough staffs to allow this amount of reading time. But what can be more important than a well-informed staff? What can be more important than that a staff be given this time to relax, not before the public, but in reading room away from too critical eyes. Would not each and every librarian be glad enough in having this allotted reading time to work a bit harder when on other duties? At least,

the plan could be tried. Slack periods of the day are generally noted by the staff members, and in these periods two or three of the group, or more in proportion to the staff size, could be off at one time, with the others following at stated one-hour intervals.

Possibly the argument may arise as to the putting off of this reading period until evening. The good psychologists among the librarians will see the weakness in this proposition. It is never wise to carry the "job" through all the waking hours. Librarians, perhaps even more than other professionals, should not be allowed to become "stale" in their chosen work. School teachers are teachers of certain small groups; librarians are teachers of the teachers themselves, as well as of the populace, in general. School teachers are usually cognizant of one, two or perhaps three subjects; that is, they know those subjects well enough to dwell upon them for assistance to others; whereas, the librarian is supposed to know them all. Ah yes, all of the ten major classifications of knowledge; know them well enough to direct others to accurate information on these subjects, as to detail more intricate search speedily and satisfactorily.

On the librarian then rests the responsibility of preventing herself from going so deep into the ever open rut that she has no civic interest, no hobby of her own. Let her evenings off duty be free for her own pursuits, free to hear a good concert, to see a good play, to make herself a person alive, keen, and ready to face her next day's encounters with her public.

All librarians will admit that there is a need for this reading period, but they follow the admission deplored the lack of time. Will all librarians admit of defeat or will one very alive person have initiative enough to find the way?

## ROTTERDAM MUNICIPAL LIBRARY

The Municipal Library of Rotterdam, Netherlands, has a central office and five branches. During 1934 a total of 399,941 persons took out books. The reading rooms were visited by 424,027 persons. The use of the reading room reached a new record figure but borrowing of books was more general in 1931 and also in 1932 when the high figure of 565,753 volumes was reached.

## MOTHERS' ROOMS IN LIBRARIES.

"Begin in Babyhood" is the slogan that attracted hundreds of mothers of pre-school children to the First Mothers' Institute of the Youngstown, Ohio, Public Library held on March 4-5-6, 1936, writes Martha M. Goodman in the *Library Journal*. Two hundred and twenty-five mothers registered for the series of lectures and demonstrations given to teach the mother how to instill the love of books and reading in her child from babyhood. The project of a Mothers' Room and a Mothers' Institute in a public library is the first of its kind in the country, and probably in the entire world. It has been planned as a joint adult and pre-school educational program. Mothers of very young infants are urged to start immediately, a few months after the child is born, with the material and program offered by the Mothers' Room. The object is not to teach the small child to read before it enters school, as this is better left to teachers in the schools. But parents should begin early to read stories and poems to their young children, to impress upon their minds the pleasures that may be derived from books. Nation-wide interest of the educational and library world is being focussed on the undertaking.

Library service to children was very little stressed in the early days of library history. It was not until the last few years in the nineteenth century that books and shelves for children were to be found in public libraries. Today practically all public libraries have children's rooms or departments. But the work of contacting the mothers of infants in arms and of pre-school children, in order to aid them in selecting the right materials and books to use in the home, has not been developed to any extent. The principle of love of books and reading should be stressed from babyhood and carried through life. Angelo Patri says of the Mothers' Room. "I can think of no finer work for a library than its training of mothers to find good books for their children.....Librarians are effective teachers in the field of selected reading for children, but unless parents reinforce the librarian much of his work goes for nothing." He believes such a project as Youngstown is undertaking "to be one of the best forces for effective education, high character and right behaviour that can be found in our day."

Dr. Garry Cleveland Myers, Head of the Department of Parent Education, Cleveland College, Western Reserve University, was the leader of the Institute, and addressed the groups at each session. The subjects of his addresses were: "What the Mothers' Room Means to the Young Mothers of Mahoning County"; "Developing the Young Child"; "Letting the Little Child Learn at Home"; and for the evening session, conducted especially for nursery and primary school teachers, he spoke on "Educational implications of the Mothers' Room." An address by Mrs. F. S. Follansbee, on "What I Read to My Little Children," outlined, in detail, methods used to arouse the interest of her children in books and reading.

There were many months of planning and work-

ing out a definite technique and instruction for the various demonstrations given at three of the sessions. The Head of the Adult Department of the Library and the two assistants in charge of the Mothers' Room gave brief accounts of the methods employed in the demonstrations, discussing the use of lullabies, finger plays, picture books, nursery rhymes, jingles, poems, fables, fairy tales and other stories.

Baby's "first step" in education should be through the use of lullabies sung to him just as soon as he is able to distinguish sound. These may be sung while he is being bathed or dressed, or at other convenient times. Soon, the infant will be seen to wave his tiny fists in time with the rhythm. Finger plays, such as "pat-a-cake" or "eye-winker" are then introduced, teaching baby to use his hands. Then come the simple nursery rhymes and jingles. His first book should contain bright pictures of familiar objects and animals which he will learn to recognize. Soon after this, the baby is ready for stories such as *Peter Rabbit*, *Little Black Sambo*, *The Little Hen*, and others.

At the first session of the Mothers' Institute, Mrs. Carl Madison demonstrated the use of singing rhymes and finger plays with a five-months-old baby, not her own. After its first apparent indifference, the baby soon responded and the little tot excited the admiration of the whole audience. Mrs. Madison, who has used these methods with her own son, now four years old, then proceeded to demonstrate the use of jingles and nursery rhymes with him. He recited and sang them with her.

It was emphasized in the course of the lectures that not only mothers, but dads, older brothers and sisters would enjoy singing, reciting and reading to Baby. However, it was advised that a constructive, well-planned program

must be followed every day to obtain the best results, but not necessarily at any specified time. Children who are thus early started on a definite program can appreciate and understand poems and stories otherwise used only for older children. A child with such training has a much better background with which to enter school. At one of the sessions, the reading of stories to three and four-years olds was demonstrated to show how interested and attentive the little ones will be. A group of nursery school children recited and sang jingles, nursery rhymes and finger plays. The mothers, teachers and other interested persons present were delighted to learn, through these various demonstrations, how definite methods of instruction would benefit boys and girls.

The Mothers' Room, with its home-like atmosphere and collection of suitable children's books, was inspected and highly praised. It is growing more and more popular as weeks go by. Such a room will, no doubt, become as essential in every library as the Circulation or Reference Departments. The trained assistants in charge of the Mothers' Room will acquaint the mother with a better understanding of the young child and counsel her in the best methods of instruction and selection of materials suitable for the purpose of instilling early in her child the love of good books. The room is on the second floor of the Library, removed from confusion of a general circulation room. A quiet, home-like atmosphere is induced by comfortable easy chairs, davenports, rugs, tables, lamps, and by Venetian blinds and colorful draperies at the windows. Parents are tempted to linger to read the numerous parents' and children's magazines on the reading tables. An extensive collection of the best children's books and materials are available for the mother to take home to use

with her child. The open shelves are lined with big books, little books, gay books, "pop-up" books, parents' and children's magazines—everything that publishers have conceived to attract and educate the child. It is a place where a mother may be instructed on educating children from babyhood to the age of seven years. Here mothers may come for songs and stories to sing and tell their children. They can select gaily colored books or obtain the advice of women schooled in the study of the pre-school child. The ultimate aim of this room with its collection of materials is to have every mother help her child to become an habitual and responsible user of the resources of the public library through life.

Dr. Meyers, in one of the addresses, emphasized that even a small baby can be taught to care for a book and learn to love and value it. He said, in part, "A child whose parents have read to him when he is small will not, in later life, return a book to the library dogeared and torn. Teach the child to appreciate the book, but do not leave him alone with the book until he has been taught how to care for it." The reading of stories to small children in the home was emphasized also in its relation to the companionship and intimate comradeship that thereby develop between child and parents. It helps to develop a happy family atmosphere. Parents, also, are learning something themselves as they read to their children. Things put into the child's mind become indelible memories and habits. The reading of fairy tales to a small child is the most beautiful way to cultivate the imagination. They teach the child to discriminate between the real and the unreal. The child's imagination and vocabulary are developed rapidly by this plan long before it enters school. This is not foreing the child, simply

carrying him along and greatly aiding his mental development. Educators and librarians everywhere are concerned that children, youths and adults keep on reading good books. Whether or not they grow up to be readers will depend largely upon the influences brought to bear upon them in their early years. If they have been given the best in infancy and childhood they will learn to discriminate as to what has charm and beauty in content and language as they grow older.

#### BOOKS WE LIKE.

The Massachusetts Library Club has issued an interesting compilation entitled *Books We Like*. This embodies the result of the following question put to Massachusetts authors: "Please choose, and give reasons for your choice, ten books, exclusive of the Bible, Shakespeare, dictionaries, encyclopedias and other ordinary reference books that you believe should be in every public library."

The resulting list of 374 books represents titles that are likely to be found in the majority of public libraries. The most interesting thing about this collection is, of course, the books that appeal to the individual authors. Who would expect, for example, to find on Robert Frost's list *The Prisoner of Zenda*? Roger Babson turns from statistics and business trends to recommend Bertha Conde's *Way to Peace, Health and Power*, Amy Lowell's *Life of Keats*, and Pepy's *Diary*. Ralph Henry Barbour shows that books of adventure and romance are his first choice in reading matter. On his list: Tomlinson's *The Sea and the Jungle*, Stevenson's *The Wrecker*, Nordhoff's *Mutiny on the Bounty*, Casanova's *Memoirs*, Homer's *Odyssey*. Alice Stone Blackwell takes refuge from politics and woman suffrage in *The Mysteries of Paris* by Eugene Sue, and Thomas Nixon

Carver has evidently taken time from the study of economic theory to read and enjoy Barnum's *Autobiography*.

Perhaps it is not surprising to find that the highest votes received from these Massachusetts authors was for Emerson's *Essays* (14 votes). The next highest number of votes went to Homer's *Odyssey* (13 votes), followed by Boswell's *Johnson*, Dantes' *Divine Comedy*, Dickens' *Pickwick Papers* and Franklin's *Autobiography*. In two cases at least with charming naivete these authors listed their own works as of prime importance.

*Books We Like* sells for \$3.00. Orders may be sent to Miss Edith Guerrier, Massachusetts Library Association, Boston Public Library, Boston, Mass.

Teachers, social workers, doctors, lawyers, engineers, newspaper reporters, college professors, even ministers, have all formed unions, and some of these unions have struck for higher salaries and better working conditions in the past—and won, writes Louise in Wilson Bulletin for Librarians. Librarianship is a salaried profession. To a greater extent even than social work and teaching it is made up of persons who are employed by others rather than of persons who are self-employed. Consequently library workers face exactly the same conditions that any other workers face, and in bad times their salaries are cut just as rapidly. They are as insecure in their jobs even tho they may be in civil service, and the prospect is as bleak for them as it is for salaried workers anywhere. Except as they organise for their own protection they may have the pleasure of laboring for humanity, if they wish to do so, with very little in the way of material compensation.

I know, of course, that the idea of a librarians' union is not new, that it was even discussed at a meeting of the

American Library Association in 1919, and that nothing was done about it at the time because it was felt that organization for personal gain would interfere with the idealism of the library profession. I have no sympathy with such an attitude, not only because I believe that misplaced idealism is likely to turn into the most vicious kind of sentimentalism, but also because I am genuinely interested in the prestige of library work, and experience has proved that prestige usually follows only after adequate pay, no matter what the profession in question.

The very real prestige of the medical and legal and engineering professions exists because until recently at least the financial rewards for men of ability in those professions have been considerable. And the prestige and high standards have followed adequate fees and salaries not preceded them. Perhaps they would have come anyway, in time, for law and medicine and perhaps engineering are professions bound to be regulated by the state in all civilized countries.

But librarianship unfortunately is not, and no amount of argument will make the majority of people feel that library workers should be licensed and examined as lawyers and doctors are. Therefore, since library employees face a very real difficulty in attempting to impress their importance on the public at large, I cannot help believing that they would be better off if they ceased to stand upon their dignity as members of a profession and attempted instead to stand upon their rights as salaried workers.

I believe that within a short time librarians will be forced at least to try to organize for their own protection just as other professional workers have been and are being forced to unite. They may not wish to do it, but I venture to predict that unless they show a more active desire to

help themselves in the future than they have ever shown in the past, they may soon find their economic condition worse even than the most pessimistic among them have believed it could be. A writer in the *New York Times* for February 29 of this year points out the fact that New York City library employees alone among city employees are without any pension scheme. She seems to feel that library employees need a spokesman to present their claims to Mayor La-Guardia because they are unable to speak for themselves. But if they really are unable to speak for themselves no organization or news paper, however able it may be, can really do them any good. For librarians can improve their own economic condition if they really wish to do so, but timidity and too much respectability have no place in such a scheme.

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3. K. S. K. Swamy	"
4. Nakhatra Lal Sen	"
5. K. K. Guha Roy	"
6. A. B. Sengupta	"
7. B. L. Srivastava	"
8. Harnam Singh	"
9. Bhaktiprasad Trivadi	"
10. Charles Victor Misra	"
11. Syed Hamid Hussain Razvi	<i>Passed.</i>
12. Subodh Kumar Mukerji	"
13. Sukhendu Chatterjee.	"
14. Srigopal Banerjee	"
15. Jyotsna Nath Chanda	"
16. Sadhan Kumar Sen	"
17. Faze Mohammed	"

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2. Brahmananda Satchidananda, S.
3. Gorachand Ratho (with Distinction)
4. Hemendra Kumar Das
5. Kumaraswamyrao, S. K.
6. Muthusubramanian, V
7. Pulin Krishna Chatterjee (with Distinction)
8. Rama Chandracharya, K S.

(Sd.) M. O. THOMAS

*University Librarian*

and

DIRECTOR OF THE SCHOOL OF LIBRARIANSHIP.

### INDIAN LIBRARIAN HONOURED.

Mr. S. R. Ranganathan, M. A., L. T., Librarian, Madras University Library, has been honoured with a title of RAO SAHIB. We heartily congratulate him

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# The Modern Librarian's Bookshelf

## A Guide to New Books

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With this issue the 'Modern Librarian' is introducing a new feature in the form of a Booklist of all the latest Indian and Foreign Publications. Attempt has been made to make the list as comprehensive as possible. In order to help and guide the librarians these publications have been arranged according to the Dewey Decimal Classification System. We hope the list will be really useful to the librarians as well as to readers. Any suggestions in this connection would be gratefully appreciated.

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Jawala Prasad. Introduction to Indian Philosophy.	„ 4 0 0	Indian Press	891.2
Adams, G. K. Don't be afraid.	„ 6 0 0	Covici	157.3
Potts, J. Know Thyself; a study in mental qualities.	„ 9 0 0	Phil. Dorrance	137
Brande, D. Wake up and live.	„ 5 4 0	Simon and Schuster	174
Kubie, L. S. Practical aspects of psycho-analysis.	„ 6 0 0	Norton	131.34
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